



Small School Mentorship Program

As an extension of Flying Arts' Connecting Arts with School Curriculum (CASC) program, the Small Schools Mentorship Program (SSMP) is for schools with 50 or less students in regional and remote Queensland. This unique mentor program offers the support of a registered primary teacher/artist to collaborate with your school to plan and deliver an in-school arts rich curriculum experience. Ongoing support is a unique feature of this specialised program.

This program is intended to develop: confidence in the planning and delivery of arts rich experiences in the classroom; better understanding of how to deliver on arts curriculum and how to connect arts into other areas of curriculum to enhance teaching and learning; and to enhance practical skills in the visual and media arts.

This template and materials are intended as a resource and source of ideas for educators to use as a model.

SCHOOL	Millaroo State School, North Qld	TEACHER	Gemma Peterson/Erin Alloway
LOCATION	Near Ayr	ARTIST	Therese Flynn-Clarke
YEAR LEVEL	P-6	LESSON NAME	Past, Present, Future: Tell me a Story

INTRODUCTION

Millaroo State School expressed an interest to focus on Media Arts and link this to the Humanities and Social Science (HAAS) curriculum. It was decided to create a series of at least three mixed media works of art that focus on past, present and future in the P-6 areas of study within History. These three Visual art works were then to be photographed and made into a short film/ presentation that incorporate sound effects, voice overs with images and possibly text (making links to Media Arts) at a later stage.

LESSON IDEA

Students will focus on Visual Art principles and elements (line, texture, incorporating text, overlapping and layering and perspective) to create three mixed media backgrounds using a variety of papers that tells the story of their area of study within the curriculum e.g. commemorations; ships/1st fleet; colonisation; changing role of women etc

The three mixed media works will be from the perspective of past, present and future. Students will then create pen and ink drawings in black and white that annotate their historical perspective. These will be cut out and layered on the backgrounds.

AUSTRALIAN CURRICULUM LINKS

History

F-3 How they, their family and friends commemorate past events that are important to them ([ACHASSK012](#))

How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons ([ACHASSK029](#))

Days and weeks celebrated or commemorated in Australia including Australia Day, [Anzac Day](#), and National Sorry Day and the importance of symbols and emblems ([ACHASSK064](#))
Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the [Asia region](#), Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) ([ACHASSK065](#))

Yr 4 Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 ([ACHASSK106](#))

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival ([ACHASSK085](#))

Yr 5 The impact of a significant [development](#) or event on an Australian colony ([ACHASSK108](#))

Yr 6 Stories of groups of people who migrated to Australia since Federation (including from ONE country of the [Asia region](#)) and reasons they migrated ([ACHASSK136](#))

Visual Arts

F-4 Use and experiment with different [materials](#), techniques, [technologies](#) and processes to make artworks ([ACAVAM107](#))

F-2 Create and display artworks to communicate ideas to an [audience](#) ([ACAVAM108](#))

Yr 3-4 Present artworks and describe how they have used [visual conventions](#) to represent their ideas
Explore ideas and artworks from different cultures and times, including [artwork](#) by Aboriginal and Torres Strait Islander [artists](#), to use as inspiration for their own representations ([ACAVAM110](#))

Yr 5-6 Develop and apply techniques and processes when making their artworks ([ACAVAM115](#))

Plan the display of artworks to enhance their meaning for an [audience](#) ([ACAVAM116](#))

Explain how visual arts [conventions](#) communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks ([ACAVAR117](#))

Media Arts

F-2 Explore ideas, characters and settings in the community through stories in images, sounds and text ([ACAMAM054](#))

Use media [technologies](#) to capture and edit images, sounds and text for a purpose ([ACAMAM055](#))

Create and present media artworks that communicate ideas and stories to an [audience](#) ([ACAMAM056](#))

Yr 3-4 Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text ([ACAMAM058](#))

Use media [technologies](#) to create [time](#) and [space](#) through the manipulation of images, sounds and text to tell stories ([ACAMAM059](#))

Plan, create and present media artworks for specific purposes with awareness of responsible media practice ([ACAMAM060](#))

Yr 5-6 Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, [story principles](#) and genre [conventions](#) in images, sounds and text ([ACAMAM062](#))

Develop skills with media [technologies](#) to shape [space](#), [time](#), [movement](#) and [lighting](#) within images, sounds and text ([ACAMAM063](#))

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice ([ACAMAM064](#))

APPROACH AND SEQUENCE OF LESSON

1. PowerPoint presentation setting up lesson ideas/art immersion day activities (e.g. narrative art, focus etc)

2. Using a variety of papers e.g. tissue paper, cobweb paper, corrugated card, as well as photocopies of e.g. historical newspapers, colonial ships list, old sewing patterns, old birthday/celebrations advertisements etc (focus on implied and actual texture) and using inks and watercolours students will create three backgrounds representing their story from history considering the past present and future.
3. Using black fine liner pens students will annotate their historical stories by drawing the content using a variety of lines and with suitable perspective for the backgrounds. These elements will be cut out and glued onto the backgrounds.
4. Responding /Evaluation of created works at conclusion of day. (Share with families)

RESOURCE REQUIREMENTS

- watered down PVA glue in take away containers with old paintbrushes for applying glue mix (i.e. some water added to craft glue so consistency is not too thick, but not too thin)
- variety of photocopied papers (perhaps pre-stained with old teabags etc to create aged effect)- see notes above
- variety of papers/card etc- see notes above
- watercolours (pencils, paints)
- inks
- variety of brush sizes for applying watercolours and inks (preferably soft brushes)
- black fine liners e.g. Sharpies (non-water soluble)
- good quality paper e.g. cartridge or watercolour paper
- plastic or newspaper laid on tables and set up ready to go (preferably in groups to share materials)
- water tubs
- texture plates and crayons (not necessary but useful for concept of implied texture)

OUTCOME

Students will have a minimum of three completed works which can be photographed or filmed and used to create a Media Arts piece of work that incorporates, sounds effects, voiceovers, time and 'tells a story' within the year level study of History

PHOTOGRAPHS



Students beginning their narrative mixed media art –
Beginning the final layer of the narrative art with pen and 'layering' the narrative with meaning.



Colonial Past- Women's role in Australia
in the past.



Narrative drawings of historical year
level area of focus.



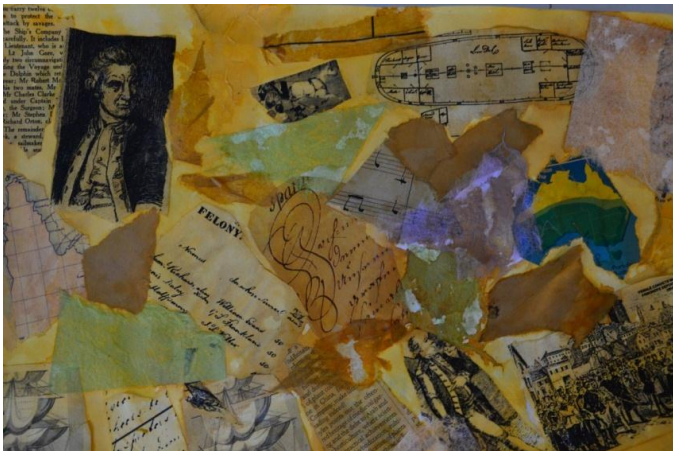
Prep students' Mixed media art work-Celebrating Australia Day in the Present. Australia Day in the Past.
(Linked to commemorations and celebrations F-3)



P-3 Remembrance Day- in the Past. NB Students to create backgrounds that reflected the Past, Present and Future. A lot of creative problem solving as to how to add this in the details of the layers and the drawings.



Australia's colonial Past- transport. Yrs 4-attempted



Backgrounds with layers of meaning to represent the past.



The changing role of women- The Past. Year 6 student.

Photography: Therese Flynn-Clarke